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ABSTRACT

"I Have a Dream" (IHAD) is a program designed to enhance the educational opportunities of disadvantaged youth by providing them with sustained care, personal support, and guidance to ensure that they graduate and have the opportunity to pursue postsecondary education. The IHAD project in Dade County (Florida) is based in an elementary school, where the participants, approximately 100 "Dreamers," were in the fourth grade in 1996-97. At the request of the IHAD sponsors, a local family, an evaluation of the IHAD was undertaken, primarily to provide baseline data. The evaluation focused on project activities, the Dreamers' academic performance, attendance, self-esteem, and parent involvement. Perceptions and experiences of Dreamers, their parents, teachers, and the principals were sought. The Dade County IHAD was implemented in accordance with the IHAD program model, and it provided a number of activities for Dreamers and their families, including tutoring and enrichment activities. Dreamers and their parents were aware of the project, and interacted with the project staff. Assessment indicated that Dreamers' self-esteem improved, although there were no documented improvements in attendance or academic achievement. Parent participation in school activities increased for Dreamers' families. Recommendations are made for program improvement. Five appendixes contain project documents, the parent, student, and the teacher surveys, and the action plan to address evaluation findings. (Contains three figures and six references.) (SLD)

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EVALUATION OF THE I HAVE A DREAM PROJECT

JUNE 1997

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EVALUATION OF THE I HAVE A DREAM PROJECT

June 1997

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EXECUTIVE SUMMARY

"I Have A Dream" (IHAD) is a program designed to enhance the educational opportunities of disadvantaged youths by providing them with sustained care, personal support and guidance. The goal of the IHAD Program is to provide Dreamers (i.e., students participating in IHAD) with support and encouragement to ensure that they will graduate from high school and have an opportunity to obtain a post-secondary education. The IHAD Project in Dade County is based at Charles R. Drew Elementary School. The participants (Dreamers) are now (1996-97) in the fourth grade.

In November 1994, the Trump family, local real estate developers, approached the Dade County Public Schools and offered to sponsor an IHAD project. All second grade students (in 1994-95) at Charles E. Drew Elementary School were chosen for participation.

At the sponsor's request, an evaluation of the IHAD project was undertaken; primarily to provide baseline data regarding the initial stages of the project. The evaluation focused on project activities, the Dreamers' academic performance, attendance, self-esteem, and parent involvement. Additionally, the perceptions and experiences of all constituents (i.e., the Dreamers, their parents, teachers and the principal) were sought. Results related to each of the seven evaluation questions posed are as follow:

1. **Has the I Have A Dream Project at Charles R. Drew Elementary School been implemented in accordance with the model of the IHAD Foundation?**

   The four elements required for implementation of the project were present: 1) a Sponsor, 2) a full-time Project Coordinator (PC), 3) a community-based organization, and, 4) a group of students, or "Dreamers". The Sponsor was a local family which provided the resources necessary for this project. In addition to the full-time PC, there was a part-time assistant as well. The project was based at Drew Elementary and the Dreamers consisted of all third-graders enrolled at Drew for the 1995-96 school year.

2. **What activities have been undertaken by the Drew IHAD Project since its inception in the 1994-95 school year?**

   The IHAD project provided a number of activities to the Dreamers and their families, although records to quantitatively document Dreamers' and their families' exposure to these activities were not always kept. Tutoring was offered after school and during a special summer session. Enrichment activities were also offered. This latter category included arts and crafts, sports and field trips. Parent meetings were held regularly. Furthermore, social and emotional needs of the Dreamers and their families were addressed by counseling services and referrals to community agencies. Evidence exists that services were individualized in response to the needs of the Dreamers and their families.

Notwithstanding the positive response to the services offered, project staff were considering the addition of other components (e.g., parenting skills workshops).

3. **Has the project provided the Dreamers with sustained care, personal support and guidance?**

The results suggest that this objective was attained. Dreamers and their parents were not only aware of the project but routinely interacted with the IHAD staff. Both Dreamers and their parents actively sought the assistance of project staff. Dreamers discussed the project with their classroom teachers and with their families. Parents perceived the tutoring their Dreamers received as valuable. Parents and Dreamers alike indicated an enthusiasm and support for the project.

4. **Have the Dreamers exhibited improved self-esteem?**

Results obtained from surveys of the Dreamers, as well as their teachers and parents, indicated that the Dreamers' self-esteem had improved. Results of a test of self-esteem, administered to the Dreamers' in the Spring of 1996, indicated that their self-esteem was "above average" when compared to the publisher's norms.

5. **Has the school attendance of the Dreamers improved?**

At the end of the first full year of the project, the Dreamers' school attendance was not significantly different from that of third grade students who had previously attended Drew Elementary.

6. **Have the Dreamers exhibited improvement in their academic performance?**

Scores from the Reading Comprehension and Mathematics Applications subtests of the Stanford Achievement Test were used as academic indicators. At the end of the first full year of exposure to the project, Dreamers' scores were found to be similar to those of third grade students who had previously attended Drew.

7. **Have the Dreamers' parents become more involved in school activities?**

Results of the survey of Dreamers' teachers indicated that they had noted an increase in parent participation. Both the principal and PC noted a large measure of enthusiasm and support.

To summarize, the IHAD Project was being implemented as per the Foundation's guidelines. The activities were comprehensive in that an array of social and emotional concerns of the Dreamers and their families were being addressed, in addition to academic needs. Furthermore, services were tailored to the Dreamer's individual needs. At the end of the project's first full year, the Dreamers' attendance and academic achievement appeared to be similar to that of third grade classes previously enrolled at Drew.

The level of self-esteem appeared to be slightly above average. Finally, the Dreamers' parents were actively involved in their children's schooling and development, and, all involved parties were enthusiastic and supportive of the project. Based on those observations, the following recommendations are made:

- Continue to provide the full array of project services while, at the same time, considering alternative approaches to enhance students' reading and mathematics achievement and attendance.

- Consider the implementation of parenting skills workshops.

- Install and maintain a tracking system to document the nature and extent of participation in project activities and services for both Dreamers and their families.

- Conduct an evaluation at the project's conclusion (i.e., when Dreamers are about to graduate from high school) in order to measure the project's ultimate impact. In the interim, project staff should periodically monitor the progress of the Dreamers using consultative assistance from Office of Educational Evaluation staff, if needed.

INTRODUCTION

"I Have a Dream" (IHAD) is a program designed to enhance the educational opportunities of disadvantaged youths by providing them with sustained care, personal support and guidance. The IHAD Program consists of a confederation of individually sponsored projects throughout the nation. Each project basically conforms to the program model promulgated by the IHAD Foundation (IHAD Foundation, 1994 a).

The IHAD Foundation is a public, non-profit organization that was established by Eugene M. Lang in 1986. The foundation evolved from a promise made by Lang in June 1981 to 61 sixth grade students who were graduating from P.S. 121 in East Harlem, New York. Lang assured each student an opportunity for higher education if he/she remained in school. However, Lang subsequently learned that at least three-quarters of these students were likely to drop out, and those who did complete high school would probably lack the basic skills for higher education. This prompted him to undertake ways to encourage the students to remain in school. Guided by education and social service professionals, Lang developed the basic IHAD Program model. The model proved to be very successful.

IHAD Program Model

The IHAD Program model consists of four basic elements: the Sponsor, the Project Coordinator (PC), the community-based organization, and a group of students or "Dreamers". The key element is the Sponsor, who initiates a project by "adopting" all the students in a single grade of an elementary school or all the children of the same age in a housing project. The group of children, who are known as Dreamers, generally number from 40 to 100; the average is 70 Dreamers. The Sponsor may be an individual or up to four co-sponsors. The Sponsor is expected to devote personal time to the Dreamers and to provide funding for the project. Funding must be committed up front and be sufficient to underwrite the project's year-round activities for 10 years or more.

The daily operation of the project is overseen by the Project Coordinator (PC). This individual is hired by the Sponsor to act as his/her surrogate in the delivery of the project's services. The project's office, which serves as headquarters for the Project Coordinator, is located in the facility of a community-based organization. This facility may be in an elementary school, youth center, or some other location that is readily accessible to the Dreamers.

The goal of the IHAD Program is to provide the Dreamers with support and encouragement to ensure that they will graduate from high school and have an opportunity to obtain a post-secondary education. To this end, the program provides the Dreamers with a variety of services and activities. Activities may include academic tutoring, field trips, and admission to special events. The intent of the activities and services is to bolster academic performance and to provide recreational and enrichment opportunities. The specific combination and emphasis of the activities and services varies by project, since each operates autonomously

within the parameters of the IHAD Program model. However, certain characteristics are common to all projects. According to program documents (IHAD Foundation, 1994 a), these characteristics include:

1. Having the Sponsor maintain a personal association with the Dreamers;

2. Initiating the project while the Dreamers are in elementary school and following their progress as they advance academically;

3. Identifying the Dreamers with the program group so that a feeling of camaraderie will develop among them;

4. Ensuring that the relationship between program staff and the Dreamers remains private and personal;

5. Motivating the Dreamers to remain in school by cultivating their self-esteem;

6. Encouraging the Dreamer's parents to become involved in the project's endeavors;

7. Promoting a relaxed program format so that it may be responsive to different situations;

8. Giving Dreamers ample time to adopt the attitudes and behavior patterns associated with the objectives of the program; and

9. Providing assurance to the Dreamers that they will have to the opportunity to obtain a post-secondary education.

In essence, the IHAD Program mirrors the actions of an upper middle class parent. The program combines affection with the power to make the resources of the school and community available to the Dreamers. This support and encouragement facilitates the Dreamers' academic accomplishments and ultimately enhances their educational opportunities.

IHAD Project in Dade County

The Trump family, local real estate developers, approached the Dade County Public Schools in November 1994 with a proposal to sponsor an IHAD project. The Trump Family offered to commit up to $1,000,000, if necessary, to underwrite the project for an elementary class of disadvantaged students at Charles R. Drew Elementary School. Drew is an inner-city school with the following ethnic distribution: 90 percent Black, 9 percent Hispanic, and 1 percent White. Additionally, over 86 percent of the students are on free or reduced lunch.

The Drew IHAD Project became operational at the start of the second semester of the 1994-95 school year. In keeping with the program model, all the second grade students at the school that year became Dreamers. Each Dreamer and his/her parents signed an "I Have a Dream" Agreement with the project. This agreement, in conjunction with the document "Terms of Tuition Scholarship for "I Have a Dream Program", outlines the basic goals of the project and the commitments made by the Dreamer and his/her parents. Copies of these documents appear in Appendix A.

The Dreamers are currently (1996-97) in grade four. There were approximately 100 students in the project as of May 1996. The actual number varies at any given point in time due to student mobility. This number, however, is expected to rise throughout the 1996-97 school year as additional students are admitted into the program. This would make the DCPS group almost twice as large as that of the typical project. The office of the Drew IHAD Project is located on the campus of the school. The staff of the project included the Project Coordinator (PC), as prescribed by the program model, and an assistant to the coordinator.

DESCRIPTION OF THE EVALUATION

The evaluation of IHAD was requested by the project's Sponsor. Given the fact that this project will be in operation for more than a decade, the present evaluation is formative in nature and seeks to establish baseline data with respect to a number of dimensions (e.g., academic, and social). The specific questions to be addressed by the evaluation are:

1. Has the IHAD Project at Charles R. Drew Elementary School been implemented in accordance with the model of the IHAD Foundation?

2. What activities have been undertaken by the Drew IHAD Project since its inception in the 1994-95 school year?

3. Has the project provided the Dreamers with sustained care, personal support, and guidance?

4. Have the Dreamers exhibited improved self-esteem?

5. Has the school attendance of the Dreamers improved?

6. Have the Dreamers exhibited improvement in their academic performance?

7. Have the Dreamers' parents become more involved in school activities?

Data collection took place in the spring of the 1995-96 school year. At that time, there were 64 original Dreamers enrolled in the third grade at Drew. Students who enrolled at Drew and joined the IHAD Project after the initial sign-up were not included in the evaluation analyses. Data for the evaluation were collected by distributing a series of three surveys (to classroom teachers, Dreamers, and their parents), interviewing the school's principal and the PC, and, reviewing project documents and selected district records.

The Parent Survey (Appendix B) was distributed to the Dreamers' parents (N = 64). Parents were requested to circle either "yes" or "no" in response to 11 questions, based on their experiences with IHAD. The items addressed included services provided to both the Dreamers and their families, and behavioral and attitudinal changes in the Dreamers. A final item in the survey was open-ended, asking for additional comments. Thirty-five surveys were returned, resulting in a 55 percent return rate. A total 41 comments were made by the parents responding to the survey.

The Student Survey (Appendix C) was administered to the Dreamers. This survey contained 10 closed-ended items covering such topics as project activities and attitudes. The survey was read aloud and Dreamers were asked to circle either "Yes" or No". Sixty-two Dreamers completed the survey, yielding a 97 percent response rate.

To gauge the Dreamers' self-esteem, the McDaniel-Piers Young Children's Self-Concept Scale was administered. This instrument is a variation of the Piers-Harris Children's Self-Concept Scale (1984) adapted for use with younger children. The scale consists of 40 statements regarding a child's concept of his/her abilities and attitudes. Sixty-two students completed this instrument, yielding a 97 percent response rate.

The Teacher Survey (Appendix D) was administered to the Dreamers' classroom teachers (N = 4). This survey consisted of 14 close-ended items which covered such topics as project services and perceptions regarding behavioral, academic, and social characteristics of the Dreamers. Two teachers returned completed surveys, resulting in a 50 percent return rate. It should be noted that responses to all three surveys, as well as the Self-Concept Scale, were anonymous in order to encourage candor.

Both the principal of the school and the PC were interviewed during the spring of the 1995-96 school year. The interview with the principal sought his perceptions and observations of the project. Topics covered in the interview of the PC included the project's activities, facilities, and resources; articulation procedures with school staff and other community-based organizations; and future project plans. Supporting documentation was requested and reviewed as appropriate (e.g., attendance sheets for parent meetings).

The final set of data came from the district's computerized records. These data included 1995-96 student attendance information and Stanford Achievement Test scores for Reading Comprehension and Mathematics Applications. Third-grade data were obtained for the original Dreamers after more than a year's participation in the project (at the end of 1995-96) and for three previous sets of Drew third graders who had not been involved in the project. For the purpose of clarity in this report, these three comparison groups are referred to as cohorts.

RESULTS AND DISCUSSION

The focus of the evaluation was defined by the seven evaluation questions presented earlier. The results obtained are presented below:

Evaluation Question 1: Has the IHAD Project at Charles R. Drew Elementary School been implemented in accordance with the model of the IHAD Foundation?

Sponsor: According to the IHAD program model there are four necessary and discrete elements for local implementation. First, and foremost, is the Sponsor. In this case, the Trump family, local real-estate developers, is the sponsor for IHAD at Drew Elementary in Dade County. Documents reflect that the Sponsor had complied with the financial guidelines for IHAD. Further, there was evidence that a member of the family was actively involved with the Dreamers and the IHAD Project.

Project Coordinator: The second essential element of an IHAD Project is that of a project coordinator (PC). Since its inception there had been a full-time PC and an assistant, part-time PC. The Sponsor, in conjunction with the school's principal, specifically selected project staff who were considered to be sensitive to the cultural and socioeconomic issues pertinent to the Dreamers. Both the PC and his assistant were African-American. Additionally, the PC had extensive professional experience with minorities and community agencies. The part-time assistant was selected, in part, because she had long-standing ties with Drew and its community, having been a student at the school. Therefore, it appeared that care had been taken to employ individuals for the project who were culturally sensitive and experienced.

Facilities: The third essential element concerns the physical location where the project is based. A special, dedicated room had been made available to the PCs at the school to serve as an office. While these individuals indicated that the space (a classroom on the second floor of the school) was not optimal, there were pervasive ongoing construction activities taking place at Drew. The space issue was expected to be resolved upon completion of construction at the school. A small satellite office was being maintained at the sponsor's business site, which was located in Aventura. The PC utilized a beeper to facilitate communications.

Target Population: The fourth essential element, the group of Dreamers, currently (1996-97) consists of all fourth-grade students at Drew, an inner city school. The original group of Dreamers were all those students in the second grade at Drew during the 1994-95 school year. The actual group of Dreamers at any given time changes due to the addition of new students and the departure of some Dreamers to other schools.

Summary: The IHAD Project at Drew contains all four essential elements as required by the foundation. The sponsor is active within the project. The students meet the criterion of being disadvantaged. Project staff appear to be culturally sensitive. While the present facilities are not perceived as optimal, due to extensive construction activities at the school, the PC anticipates a satisfactory resolution to this concern when the construction is finished.

Evaluation Question 2: What activities have been undertaken by the Drew IHAD Project since its inception?

As stated in the program model, IHAD is to provide the Dreamers with a variety of services and activities in order to enhance their educational opportunities. To determine if appropriate project activities had been undertaken, the principal and PC were interviewed and documents were reviewed . The activities undertaken in IHAD fall into three categories: academic support, enrichment activities, and social services.

Academic support: There are a variety of activities provided to the Dreamers in order to bolster them academically. Tutoring is provided after school and during special summer sessions. During the 1995-96 school year, after-school sessions were held for two hours on Mondays, Tuesdays, and Thursdays. Selected students from Miami-Dade Community College and Northwestern Senior High School came to the school to tutor the Dreamers. Twenty-seven such volunteers worked throughout the school year. The summer session was held for three weeks. Three teachers and three aides were hired to provide academic assistance during this period. Specific attendance records by student were available for review. The records indicate that the vast majority of Dreamers attended regularly. According to the PC, most of the Dreamers who did not attend did so because of transportation limitations or the need to care for younger siblings.

Enrichment activities: Project staff offered arts and crafts to the students. Physical education/sports activities were offered. Project staff indicated a desire to expand such diverse offerings as resources permit. During the 1995-96 school year, four field trips were arranged. Students spent a day at Burger King Corporation and were exposed to diverse activities including a visit with the president, and learning about the computers used there and how commercials are made. Students toured the museum located at Florida International University - Tamiami Campus with an art teacher. A day at the Miami Herald introduced the Dreamers to newspapers; and a trip was made to the Miami Seaquarium. Clearly, these trips exposed the Dreamers to a wide range of experiences and new environments. Transportation for the field trips was provided by the school.

Social Services: As reported by the PC in the interview, a wide range of services was offered to Dreamers and their families in an attempt to address the total range of needs. Counseling and crisis intervention was provided on an as-needed basis. The need for such services was determined by teacher referral, routine "rounds" of the classrooms, or by the request of Dreamers or their families. Dreamers and/or their families were referred to community mental health agencies when the need was indicated.

According to the PC, referrals were also made to other community resources as needed. Assistance was provided, for example, with health care, housing, food stamps and job counseling. To facilitate and monitor such services, the PC maintained a case management plan for each Dreamer. According to the PC, home visits were an essential part of providing needed support to the families. These home visits facilitated the assessment of the living conditions and needs of the Dreamers. Each Dreamer and his/her family was visited at least once during the year.

Three parent meetings were held at Drew during the 1995-96 school year, with an average attendance of 30 parents per meeting, according to an analysis of the sign-in sheets. To facilitate attendance, child care was provided. Topics covered during the meetings included IHAD project information, parenting skills, and information on child development. During the course of the evaluation interview, the PC indicated a desire to develop a series of parenting skills workshops based on the input received from parents during meetings and other contacts.

Summary: The activities and services provided to the Dreamers and their families were varied and often individualized. In keeping with the IHAD philosophy, these activities went beyond just academics. Indeed, enrichment activities, as evidenced by arts and crafts activities and field trips, were provided. Social and emotional support was also provided through counseling and referrals to community agencies. While many activities were provided to all Dreamers and their families, (for example, tutoring) there was evidence that the individual needs of the Dreamers and their families were also addressed. Thus, comprehensiveness and individualization of services was apparent.

Evaluation Question 3: Has the project provided the Dreamers with sustained care, personal support and guidance?

Dreamers, their parents, and their classroom teachers were surveyed to determine their opinions of the support provided by the IHAD staff. All parents (100 percent) who responded to the survey indicated that they were familiar with the program, and 97 percent indicated that they had met IHAD staff. Again, all parents (100 percent) agreed that project staff were accessible when assistance was needed with problems. More than 98 percent of the Dreamers who completed surveys indicated that IHAD staff had helped them with their problems. These results indicated that communications were active and dynamic and that this enabled the Dreamers and their families to receive meaningful, comprehensive assistance. Likewise, the two teachers who responded to the survey reported daily contact with IHAD staff. Additionally, these teachers indicated that the Dreamers spoke to them about IHAD and that the Dreamers' comments were mostly positive. Finally, 77 percent of the Dreamers surveyed indicated that they discussed the project with their parents.

The results of the survey showed that 94 percent of the Dreamers had received tutoring. Ninety-seven percent of the parents agreed that tutoring was not only provided but valuable. The teachers concurred with

this observation. Furthermore, all parents (100 percent) indicated that their Dreamers enjoyed the other project activities (e.g., field trips). Ninety percent of the Dreamers indicated that they "liked being in school with other Dreamers."

To summarize, the results support the contention that communications are open and active among the Dreamers, their parents, and classroom teachers. This, of course, is a necessary precursor for the provision of appropriate academic, social and emotional assistance. It appears, then, that the goal of providing Dreamers (and their families) with "sustained care, personal support and guidance" is being met.

Evaluation Question 4: Have the Dreamers exhibited improved self-esteem?

The primary goal of IHAD is successful completion of school which will, hopefully, lead to success in the workplace as an adult. Success in school depends, in part, on a child's self-esteem. According to Dr. E. V. Piers, self-esteem "is defined as a relatively stable set of self-attitudes reflecting both a description and an evaluation of one's own behavior and attributes" (Piers, 1984).

Each of the three surveys used in the evaluation (i.e., Dreamers, parents, and teachers) contained items regarding self-esteem. The results of the Dreamers' survey revealed that almost all Dreamers surveyed (94 percent) liked going to school more since participating in IHAD. Ninety-two percent indicated that they had worked harder in school since becoming a Dreamer.

Parent and teacher responses to similar items also supported these findings. Virtually all parents agreed that they had observed improved attitudes toward school (94 percent) and that their child's self-esteem had improved (97 percent). Additionally, both teachers associated with IHAD agreed that they had observed improved behavior and self-esteem among the Dreamers.

To gauge the self-esteem of the Dreamers, the McDaniel-Piers Young Children's Self-Concept Scale was administered to 62 of the original Dreamers in the Spring of 1996. The scores on this instrument range from a low of zero to a high of 40. The higher the score, the more positive assessment of one's self. Information obtained from the publisher indicated that the mean score was 27. Analysis revealed a mean score of 30 for the Dreamers. Therefore, it appeared that the Dreamers' self-concept was above average.

To summarize, the results of the Self-Concept Scale indicated that Dreamers scored slightly above the national average on this test. This finding can be interpreted as evidence that the IHAD students had an overall positive assessment of themselves. Responses to items in the Dreamer, parent, and teacher surveys supported the conclusion that Dreamers' self-esteem had improved.

Evaluation Question 5: Has the school attendance of the Dreamers improved?

Another necessary component of success in school is attendance: a student cannot learn if he/she is not in class on a consistent basis. Computer records of attendance for the 1995-96 school year were obtained for both the Dreamers and for the three previous classes of third graders at Drew Elementary School (i.e., the 1992-93, 1993-94, and 1994-95 cohorts). Figure 1 depicts the mean number of days absent for third graders for four academic years, starting with the 1992-93 school year. A series of t-tests were employed to identify significant differences in absenteeism among the groups: i.e., to contrast the Dreamers' attendance with each of the three previous years' cohorts. No statistically significant differences were found. Thus, in terms of attendance, the Dreamers appear to be similar to previous third grade classes at Drew.

Figure 1. Mean number of days absent by school year: Dreamers (1995-96) and three previous third grade classes.

Evaluation Question 6: Have the Dreamers exhibited improvement in their academic performance?

The Reading Comprehension and Mathematics Applications subtests of the Stanford Achievement Test were selected as indicators of academic performance. Using computerized records, the mean scales scores for both subtests were obtained for the Dreamers and their cohorts (i.e., 1992-93, 1993-94, and 1994-95). The mean scales scores were converted to percentiles for ease of interpretation.

Across the four year period under scrutiny, the mean percentile scores for Reading Comprehension show some fluctuation, but the differences were not significant. For the four academic years starting with the 1992-93 school year, the mean percentile scores on Reading Comprehension were 32, 29, 40 and 38 respectively (as depicted in Figure 2). T-tests were employed to identify significant differences in Reading Comprehension scores among the groups: i.e., to contrast the Dreamers reading comprehension scores with each of the three previous years' cohorts. The results of these analyses revealed no statistically significant differences.

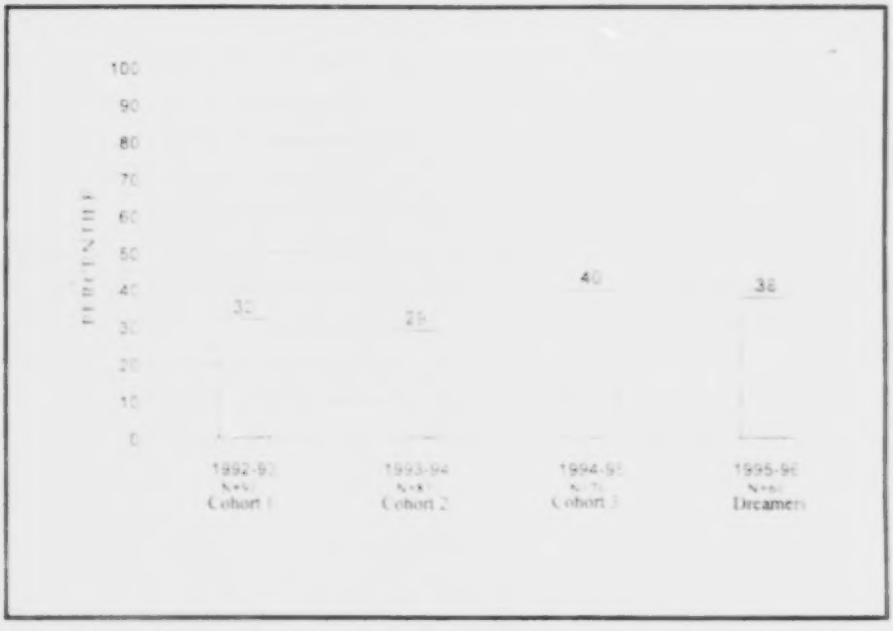

Figure 2. Mean percentile scores for the Reading Comprehension subtest of the Stanford Achievement Test: Dreamers (1995-96) and three previous third grade classes.

Similarly, there was minimal variation between the mean percentile scores on the Mathematics Applications subtest among the Dreamers and the cohorts. Starting with the 1992-93 cohort, the mean percentile scores in Mathematics Applications were 36, 36, 40, and 45 respectively (as depicted in Figure 3). A series of t-tests were employed to identify significant differences in Mathematics Applications scores among the groups: i.e., to contrast the Dreamers' Mathematics Applications scores with each of the three cohorts. No statistically significant differences were found. Thus, it appears that the Dreamers, after more than one year's exposure to IHAD, were similar to third grade students enrolled at Drew in previous years with respect to academic performance.

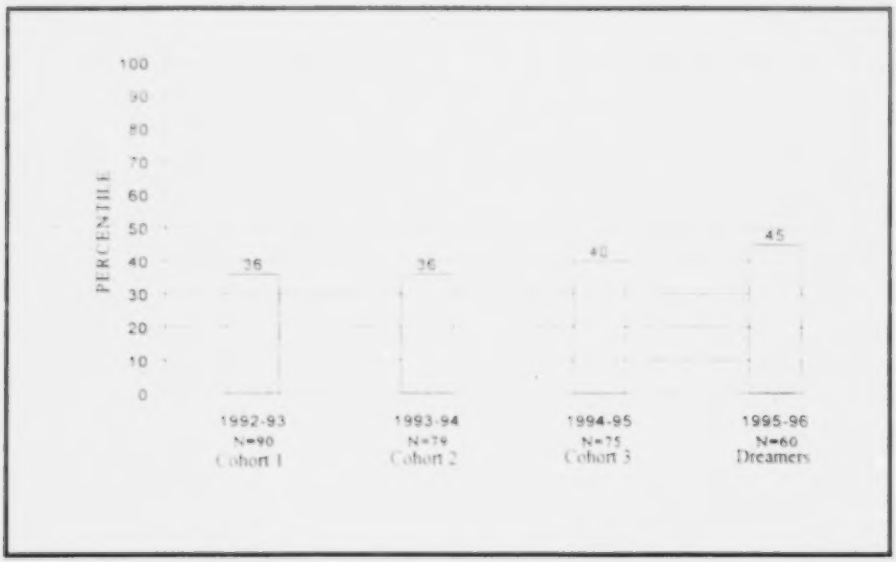

Figure 3. Mean percentile scores for the Mathematics Applications subtest of the Stanford Achievement Test: Dreamers (1995-96) and three previous third grade classes.

Evaluation Question 7: Have the Dreamers' parents become more involved in school activities?

Results of the survey of Dreamers' teachers indicated that they had noted an increase in parent participation. The PC indicated that attendance at parent meetings was good. Furthermore, the PC and the principal noted a high degree of enthusiasm among the parents.

Almost all parents surveyed (97 percent) reported attending one or more project activity. The positive view of the project offered by both the PC and principal is supported by the comments parents offered in their survey. Forty-seven percent of the 34 comments offered indicated that parents thought that IHAD was beneficial. Teachers agreed that, based on their observations, parent involvement had increased. Finally, all parents (100 percent) and teachers (100 percent) agreed that the project should be continued. Hence, it appears that parent involvement had increased and that, in the absolute sense, their involvement, enthusiasm and support were at high levels.

CONCLUSIONS AND RECOMMENDATIONS

The "I Have a Dream" (IHAD) Program is a confederation of individually sponsored projects throughout the nation. The goal of IHAD is to provide disadvantaged youths with support and encouragement to ensure that they will graduate from high school and have an opportunity to obtain a post-secondary education. An evaluation of the IHAD project based at Charles R. Drew Elementary School was requested by the Sponsor in order to obtain baseline data regarding the students (i.e., Dreamers) in the early stages of implementation of this long-term project. Surveys were sent to classroom teachers, parents and the Dreamers themselves. The level of Dreamer's self-esteem was also assessed. The school's principal and the project coordinator (PC) were interviewed, and selected district records were examined. The results presented in the previous section of this report led to the following conclusions:

The four elements required for implementation of the project were present: 1) a Sponsor, 2) a full-time project coordinator (PC), 3) a community-based organization, and, 4) a group of students, or "Dreamers". The Sponsor is a local family which has provided the resources necessary for this project. In addition to the full-time PC, there is a part-time assistant as well. The project is based at Drew Elementary and the Dreamers consist of all third-graders enrolled at Drew for the 1995-96 school year.

For the most part, students were minorities. While the facilities of the project were not viewed as ideal, there was extensive renovation being conducted at the school site and it was anticipated that this concern would be resolved when the construction was completed.

The activities undertaken by the project were comprehensive and individualized, although formal records to precisely document the nature and extent of participation were not always kept. Dreamers were provided with academic assistance after school as well as during a special summer session. Enhancement activities such as arts and crafts, sports, and field trips were provided. Parent meetings were held throughout the school year. Notwithstanding the positive response to the services offered, project staff were considering the addition of other components (e.g., parenting skills workshops). Furthermore, there were mechanisms in place for Dreamers and their families to access community resources (e.g., food stamps and job counseling). To facilitate an individualized approach, the PC maintained a case management file for each Dreamer. Counseling and crisis intervention were provided on-site on an as-needed basis. If indicated, referrals were made to mental health agencies in the community.

Thus, it appears that the project offered a wide range of services, addressing academic, social and emotional needs. Further, there existed evidence consistent with an individualized approach to meeting each Dreamer's needs.

The results obtained from the evaluation indicate that the Dreamers, their parents, and the classroom teachers were aware of the project and that they had made use of the project's resources to improve the Dreamers' academic skills and to increase their access to other types of assistance. Dreamers' comments to teachers indicated a positive assessment of IHAD. Additionally, it appeared that most Dreamers had discussed the project with their parents. IHAD parents overwhelmingly agreed that the tutoring their children received was valuable. The Dreamers themselves indicated that they enjoyed participating in IHAD.

The results also showed that parents were actively involved with project activities and that this involvement had increased. Further, the Dreamers, their parents, the classroom teachers, and the school's principal reported a high degree of enthusiasm and support for the project. The Dreamer's self-esteem appeared to be above average and appeared to have improved over the course of the project. While there were no significant differences found between the Dreamers and their cohorts in the areas of attendance, reading comprehension, and mathematics applications, this may change in future years, as they continue their participation in IHAD.

As noted earlier, IHAD is a long-term project which began in the 1994-95 school year and will continue through high school graduation and post-secondary education. The purpose of this evaluation was to establish a baseline in the early stages of implementation in order to assess its effectiveness at the conclusion of the project. In essence, the results of this baseline effort show that: 1) the project is being implemented as planned, 2) the Dreamers are similar to their cohorts with respect to attendance and academic achievement and 3) the Dreamers, their parents, classroom teachers, and the school's principal support the project. Hence, the following recommendations are made:

- Continue to provide the full array of project services while, at the same time, considering alternative approaches to enhance students' reading and mathematics achievement and attendance.

- Consider the implementation of parenting skills workshops.

- Install and maintain a tracking system to document the nature and extent of participation in project activities and services for both Dreamers and their families.

- Conduct an evaluation at the project's conclusion (i.e., when Dreamers are about to graduate from high school) in order to measure the project's ultimate impact. In the interim, project staff should periodically monitor the progress of the Dreamers using consultative assistance from Office of Educational Evaluation staff, if needed.

REFERENCES

"I Have a Dream" Foundation. (1994, March a). IHAD Concept and Characteristics. New York: Author.

"I Have a Dream" Foundation. (1994, March b). "Have a Dream" Program New York: Author.

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Piers E.V. (1984). Piers-Harris Children's Self-Concept Scale. Los Angeles: Western Psychological Services.

APPENDICES

APPENDIX A

Project Documents

TERMS OF TUITION SCHOLARSHIP FOR I HAVE A DREAM PROGRAM

The I Have A Dream Foundation of Miami promises to provide tuition scholarships for every member of the class who graduates from high school by the year 2007 and goes on to seek a two or four year degree at any college or university. The Foundation will provide scholarships equal to the cost of tuition at a State University or College in Miami in the year a sponsored student enrolls in college. Scholarships will be paid directly to the student's college or university.

The goal of the I Have A Dream program is to prepare students for college and to make college possible. Thus, the Foundation's tuition obligations will have been met if a student's tuition expenses are paid through a grant from public funds, a university scholarship or any other scholarship source. In this case, the Directors of the Foundation may specially approve some assistance for non-tuition expenses. The Foundations payment of a scholarship is conditional on the Students making a good faith effort to obtain other available scholarship funds.

Scholarships are not intended to meet room and board, travel and book expenses for students, but the Foundation may assist sponsored students and their families in finding grants,loans,work study jobs or summer employment to meet these additional cost of attending college.

Students should graduate from high school no later than 2007 and enter college within 2 years of high school graduation, unless a special extension is granted by the Foundation. Tuition scholarships are available for no more than four years (eight semesters) total of undergraduate study to be completed within 6 years of entering college. Students must pursue a degree-granting course of study and remain in good academic standing to be eligible for scholarships.

Scholarships will be granted for students pursuing associate degree or vocational training at accredited, degree-granting institutions (such as Technical and Community College) subject to the Foundation's approval.

The Foundation's promise to the students is not unconditional: students who do not meet the criteria that define the Dream class, who move out of Dade County, who engage in dangerous or illegal acts or who disrupt the program may be excluded from participation in program activities and have their tuition scholarships suspended by the Foundation after consultation with the Project Coordinator and the student's parents.

Students who are formally excluded from participation for any of the above reason will be notified in writing. Any member of the class who is suspended and later wishes to re-enter the program may apply to the Foundation for a reconsideration of their membership in the class.

After the class has graduated from sixth grade, students who move within the county may continue with the program, provided that they make an extra effort to remain in contact with the program and its staff and to participate in program activities.

I HAVE A DREAM AGREEMENT

PROMISE OF PARENTS/GUARDIANS:

1. We promise to attend all parent meetings within reason and to notify project coordinator in advance if we cannot attend.

2. We promise to support our dreamer and ensure that they attend school regularly.

3. We promise to assist our dreamer with attending all I HAVE activities after school.

4. We promise to meet with project coordinators whenever necessary either at home or at school.

I/WE THE PARENTS/GUARDIANS OF:

.....

Have read and understood the above as well as the terms of tuition scholarships
I agree that I/We will do everything we can to meet the expectations of the I Have A Dream Foundation Miami, Inc.

SIGNATURE: .....

I HAVE A DREAM AGREEMENT

PROMISE OF DREAMERS:

1. I promise to act responsibly and with respect for myself, other people and property while in school, in the community and any I Have a Dream activities.

2. I promise to arrive at school on time and to attend school daily unless ill.

3. I promise that if I have to miss school or an I Have activity , I will notify the proper person in advance.

I ..... Dreamer of the graduating class of 2005 agree to do everything I can to ensure that the above promises are kept.

SIGNATURE:.....

I Have A Dream Foundation of Miami Inc.

Annual Operating Budget

Payroll

Ricky Wiggins:		$35,000p/a		
Social Security	(6.2%)	2,170		
Medicare	(1.45%)	508		
Suta	(2.7%)	945		
Futa	(0.8%)	280		
Work. Comp.	(5.7%)	1,995		
Health Ins.	($105)	1,260		
			$42,158	
Stephanie Warnell:		$15,000p/a		
Social Security	(6.2%)	930		
Medicare	(1.45%)	218		
Suta	(2.7%)	405		
Futa	(0.8%)	120		
Work. Comp.	(5.7%)	855		
			$17,528	
Total Payroll			$59,686	

Other Expenses

Summer School	13,239	(1)
Field Trips	4,120	(2)
Parties	600	(3)
On Site Supplies	5,150	(4)
Computer Software/ Hardware	6,000	(5)
Clothing	2,645	(6)
Parent Meetings	2,060	(7)
Psych./Psycho.	3,500	(8)
Staff Conference	3,000	(9)
Total other expenses	$40,314	
Total Operating Expenses	$100,000	

Notes To Budget

(1) Summer School

Payroll

(4 week salary)		
Ricky Wiggins		$2,692.31
Soc. Sec.	(6.2%)	167.00
Medicare	(1.45%)	39.00
Suta	(2.7%)	73.00
Futa	(0.8%)	22.00
Work. Comp.	(5.7%)	153.00
Health		105.00
		$3,251.31
(4 week salary)		
Stephanie Warnell		$1,153.85
Soc. Sec.	(6.2%)	71.00
Medicare	(1.45%)	17.00
Suta	(2.7%)	31.00
Futa	(0.8%)	9.00
Work. Comp.	(5.7%)	66.00
		$1,347.85
(Afternoon Program)		
Mrs. Gooze		$1,900.00
Soc. Sec.		117.80
Medicare		27.55
Suta		51.30
Futa		15.20
		$2,111.85
2 teachers work 68 hours each @$22.00 p/h (19 days)		
1 teacher works 48 hours @$22.00 p/h (15 days)		
Teachers		$4,048.00
Soc. Sec.		250.98
Medicare		58.67
Suta		109.30
Futa		32.38
		$4,499.33
3 teachers work 68 hours each at $6.75 p/h (19 days)		
AIDES		$1,377.00
Soc. Sec.		85.37
Medicare		19.97
Suta		37.18
Futa		11.02
		$1,530.54
Supplies		$ 500.00
Total Summer School		$13,239.00

Notes To Budget

(2) 4 field trips per year @$10 per child x 103 children

(3) Christmas, Halloween, July 4th, etc. 4 x $150 = $600

(4) Provide children with supplies including books, pens, pencils, paper, etc. $50 per child per year x 103 children = $5,150

(5) 3 computers at $1,500 each $4,500
software $1,500
$6,000

(6) Provide basic essentials in clothing for those dreamers in need.

(7) 4 parent meetings per year x 103 parents x $5 per parent = $2,060

(8) Professional counseling

(9) I Have a Dream Project Coordinator for Ricky Wiggins.

APPENDIX B

Parent Survey

DADE COUNTY PUBLIC SCHOOLS
I HAVE A DREAM PROJECT
PARENT SURVEY
SPRING 1996

Instructions: **Circle either "YES" or "NO" for each item.**

1. I am familiar with the I Have A Dream Project. **YES** **NO***

*If "No," stop here and return the survey in the enclosed envelope.

2. My child likes participating in the I Have A Dream Project. **YES** **NO**

3. I have met Mr. Wiggins or Mrs. Bromfield, the project coordinators **YES** **NO** **(If "No," go to item #5)**

4. I can speak to Mr. Wiggins or Mrs. Bromfield when I need help with a problem. **YES** **NO**

5. I have attended at least one I Have A Dream Project activity. **YES** **NO**

6. My child gets extra help with school work (tutoring) through the I Have A Dream Project. **YES** **NO** **(If "No," go to item #8)**

7. The extra help (tutoring) my child gets is valuable. **YES** **NO**

Continued on Back

DCA Auth. Exp Date May 31, 1996

8. My child enjoys the other activities (for example, field trips) provided by the project. YES NO

9. Since participating in the project, my child's attitude toward school has improved. YES NO

10. Since participating in the project, my child's self-esteem has improved. YES NO

11. I want my child to continue to participate in the project. YES NO

12. Please provide any comments you would care to make about the I Have a Dream Project:

_____

_____

_____

_____

_____

_____

_____

Put the completed survey in the attached pre-stamped, pre-addressed envelope and mail to:

Ms. Marianne Strusinski
Dade County Public Schools
Office of Educational Accountability
1500 Biscayne Boulevard, Suite 225
Miami, Florida 33132

Please return by **FRIDAY, MAY 24, 1996.**

APPENDIX C

Student Survey

DADE COUNTY PUBLIC SCHOOLS
I HAVE A DREAM PROJECT
STUDENT SURVEY
SPRING 1996

Instructions: Circle either "YES" or "NO."

1. I participate in the I Have A Dream Project. (I am a Dreamer.)	**YES**	**NO**
2. Mr. Wiggins and Mrs. Bromfield tutor me after school.	**YES**	**NO**
3. Mr. Wiggins and Mrs. Bromfield help me with my problems.	**YES**	**NO**
4. I get better grades since becoming a Dreamer.	**YES**	**NO**
5. I like going to school more since becoming a Dreamer.	**YES**	**NO**
6. I work harder in school since I became a Dreamer.	**YES**	**NO**
7. I like being in school with other Dreamers.	**YES**	**NO**
8. At home I talk to my mom and dad about being a Dreamer.	**YES**	**NO**
9. Since becoming a Dreamer I feel better about myself.	**YES**	**NO**
10. Because of being a Dreamer I want to stay in school so I can get a good job when I grow up.	**YES**	**NO**

DCA Auth; Exp. Date: May 31, 1996

APPENDIX D

Teacher Survey

DADE COUNTY PUBLIC SCHOOLS
I HAVE A DREAM PROJECT

Teacher Survey
Spring 1996

1. Are you familiar with the I Have a Dream Project (IHAD) at Drew Elementary School?

_____ Yes _____ No*

* If "No," stop here and return the survey.

2. Have you had contact with the sponsor, Mrs. Stephanie Trump?

_____ Yes _____ No

3. Have you had contact with the IHAD coordinators, Mr. Ricky Wiggins and Mrs. Stephanie Bromfield?

_____ Yes _____ No (Go to item #5)

4. How would you rate the frequency of contact with the IHAD coordinators?

_____ daily
_____ weekly
_____ monthly
_____ other, specify: _____

5. Based on your experiences and observations, which types of services have the IHAD coordinators provided to the Dreamers and/or their families? (Check all that apply.)

_____ counseling to the Dreamer
_____ counseling to the family
_____ referral to a health care provider
_____ afterschool tutoring
_____ other afterschool activities
_____ field trip/s
_____ parent meetings
_____ home visits
_____ extended summer sessions

Items 6-11 refers to those Dreamers whose behavior you have been able to observe.

6. Have the Dreamers spoken to you about IHAD?

_____ Yes _____ No (Go to item #8)

7. Overall, were the Dreamers' comments about IHAD mostly positive?

_____ Yes _____ No

8. As a result of participating in IHAD, have most of the Dreamers improved academically?

_____ Yes _____ No

9. As a result of participating in IHAD, has attendance improved for most of the Dreamers?

_____ Yes _____ No

10. As a result of participating in IHAD, has behavior improved for most of the Dreamers?

_____ Yes _____ No

11. As a result of participating in IHAD, has self-esteem improved for most of the Dreamers?

_____ Yes _____ No

12. As a result of participating in IHAD, has parental involvement increased for the most part?

_____ Yes _____ No

13. In your opinion, should the project be continued?

_____ Yes _____ No (Go to item #15)

14. In your opinion, are there any additional services you would like to see offered to the Dreamers and/or their families?

_____ Yes _____ No

If "Yes," please specify: _____

15. Additional comments or suggestions concerning the IHAD Project:

Use the attached envelope to return the completed survey via school mail to:

Ms. Marianne Strusinski
1500 Annex, Suite 225
Program Evaluation
9023

Return the completed survey by **Friday, May 24, 1996.**

BUREAU RESPONSE/PLANS OF ACTION TO ADDRESS EVALUATION FINDINGS*

* The following section was developed by program staff. It consists of a bureau/office response and plans of action which are to be (or already been) initiated by the relevant bureau/office.

PLAN OF ACTION FORM

Name and Title of Respondent: Mr. Fred Morley, Principal

Bureau/Office: Charles R. Drew Elementary School

Signature: Fred A. Morley Date: 6-2-97

Title of Report: Evaluation of the I Have A Dream Project

Recommendation 1 of 4 : Continue to provide the full array of project services while, at the same time, considering alternative approaches to enhance students' reading and mathematics achievement and attendance.

check one: XX I agree with this recommendation (discuss below)

_____ I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

1) A new linkage has been established with Miami-Dade Community College. This will allow education majors to provide extra academic support to the Dreamers.

2) A partnership has been established with the WAGES Program (formerly known as Aid to Families with Dependent Children - AFDC). It is anticipated that family members of the Dreamers will recieve educational skills that will enhance their transition from the WAGES Program to employment.

Completed form due by May 23, 1997

HW#0144
HW/BC/MS cg

PLAN OF ACTION FORM

Name and Title of Respondent: Mr. Fred Morley, Principal

Bureau/Office: Charles R. Drew Elementary School

Signature: Fredrick R Morley Date: 6-2-97

Title of Report: Evaluation of The I Have A Dream Project

Recommendation 2 of 4 : Consider the implementation of parenting skills workshops.

check one: XX I agree with this recommendation (discuss below)

_____ I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

1) Parenting workshops are now being provided every grading period. They will be continued throughout future school years.

2) A grant is being submitted to the Annenberg Foundation in order to offer specialized Reading and Mathematics instructional techniques to the parents of our Dreamers. It is hoped this will empower the parents from an academic standpoint.

Completed form due by May 23, 1997

HW#0144
HW/BC/MS cg

PLAN OF ACTION FORM

Name and Title of Respondent: Mr. Fred Morley, Principal

Bureau/Office: Charles R. Drew Elementary School

Signature: Fred Q. Morley Date: 6-2-97

Title of Report: Evaluation of the I Have A Dream Project

Recommendation 3 of 4: Install and maintain a tracking system to document the nature and extent of participation in project activities and services for both Dreamers and their families.

check one: XX I agree with this recommendation (discuss below)

_____ I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

An activity log has been specifically designed in order to track project services. It will be initiated commencing June 1997.

Completed form due by May 23, 1997

HW#0144
HW:BC/MS:cg

PLAN OF ACTION FORM

Name and Title of Respondent: Mr. Fred Morley, Principal

Bureau/Office: Charles R. Drew Elementary School

Signature: Fred A. Morley Date: 6-2-97

Title of Report: Evaluation of the I Have A Dream Project

Recommendation 4 of 4: Conduct an evaluation at the project's conclusion (i.e., when Dreamers are about to graduate from high school) in order to measure the project's ultimate impact. In the interim, project staff should periodically monitor the progress of the Dreamers using consultative assistance from Office of Educational Evaluation staff, if needed.

check one: XX I agree with this recommendation (discuss below)

_____ I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

A formal request has been submitted asking for yearly evaluations of the project through its completion.

Completed form due by May 23, 1997

HW#0144
HW/BC/MS:cg

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

Florida Educational Equity Act - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-5D-1.10, 6Gx13-4A-1.01, and 6Gx13-4A-1.32 prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

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